



GRADE 12 DIPLOMA EXAMINATION

English 33
Part A: Written Response

January 1989

Alberta
EDUCATION

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**GRADE 12 DIPLOMA EXAMINATION
ENGLISH 33**

PART A: Written Response

GENERAL INSTRUCTIONS

This examination consists of **THREE** sections. Read the **WHOLE** examination before you begin to write. Complete **ALL** sections.

Total time: 2½ hours

Budget your time carefully.

The three sections of the test are as follows:

Page Number

Section I:	Personal Response to Literature Suggested time: 75 minutes Value: 50% of this examination	2
Section II:	Functional Writing Suggested time: 45 minutes Value: 30% of this examination	13
Section III:	Response to Visual Communication Suggested time: 30 minutes Value: 20% of this examination	21

You may use an English language **DICTIONARY** and a **THESAURUS**.

Space is provided for **PLANNING AND DRAFTING** and for **REVISED WORK**.

Please write your revised work in blue or black ink.

**DO NOT WRITE YOUR NAME ANYWHERE
IN THE TEST BOOKLET.**

JANUARY 1989

SECTION I: PERSONAL RESPONSE TO LITERATURE

Read the excerpt from *North to the Orient* and complete the assignment that follows.

from NORTH TO THE ORIENT

North to the Orient is Anne Morrow Lindbergh's account of the journey she and her husband, Charles Lindbergh, made in the early days of aviation.

Flying implies freedom to most people. The average person who hears the drone of a motor and looks up from the walls of a city street to see an airplane boring its way through the clear trackless blue above — the average person, if he stops to use his imagination, may say to himself casually, "Free as a bird! What a way to travel! No roads — no traffic — no dust — no heat — just pick up and go!"

In that careless phrase one is apt to overlook what lies behind the word "free." One is apt to forget, or perhaps one never knew, the centuries of effort which have finally enabled man to be a bird, centuries of patient desiring, which reach back at least as far as the Greek world of Icarus.¹ For Icarus, trying to scale the skies with his waxen wings, was merely an early *expression* of the human desire to fly. How long before him the unexpressed wish wrestled in the minds of human beings, no one can tell.

And since flight is not a natural function of human beings; since it has been won by centuries of effort; since it has been climbed to arduously, not simply stumbled upon; since it has been slowly built, not suddenly discovered, it cannot be suspended as the word "freedom" is suspended in the mind. It rests, firmly supported, on a structure of laws, rules, principles — laws to which plane and individual alike must conform. Rules of construction, of performance, of equipment, for one; rules of training, health, experience, skill, and judgment, for the other.

Not only must a person know how one's plane is made, what it will do, how it must be cared for; but also — to mention only a few of the rules that govern one — what the ceiling of one's plane is, whether it will go high enough to clear any elevation on the route; what the gas capacity is, how far it will carry one; what points one can reach for refueling; how to navigate through a signless sky; where one will land for the night; where one can get emergency repairs; what weather conditions one may meet on one's way; and what equipment one should carry in case of a forced landing. All this must be known before one can win that freedom of a bird, before one can follow that straight line drawn on the map, directly, without deviation, proverbially "as the crow flies."

Anne Morrow Lindbergh

¹Icarus — fabled Greek hero who tried to fly with his father, but rose too near the sun and melted the wax with which his wings were attached, and fell into the sea

Continued

SECTION I: PERSONAL RESPONSE TO LITERATURE

THE ASSIGNMENT

We often believe that the accomplishments of other people are the result of good luck rather than hard work. In the excerpt from *North to the Orient*, Anne Morrow Lindbergh suggests that her accomplishments as an aviator have been the result of hard work and careful attention to detail.

WHAT IS YOUR PERSONAL OPINION OF ANNE MORROW LINDBERGH'S ATTITUDE TOWARDS ACCOMPLISHMENT?

In your writing you should

- consider why the writer feels as she does
- explain how your opinion has been influenced by your experiences or observations

BE SURE TO SUPPORT YOUR OPINION by considering the ideas in the selection itself and your own experiences or observations. You may also refer to other literature you have studied.

Present your ideas in PROSE.

Rec'd 11 copies

FEB 28 1989

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6, 8, and 10.

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 7, 9, and 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 8 and 10.

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for Revised Work on pages 9 and 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 10.

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for Revised Work on page 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

GO ON TO SECTION II

SECTION II: FUNCTIONAL WRITING

Read the situation described below and complete the assignment that follows.

THE SITUATION

As an exchange student, you stayed with a family in Sweden two years ago. You became friends with a teenage member of their family while you worked together landscaping and gardening.

Your friend is arranging to come to Canada to work on an exchange program for a year, but is concerned that potential employers might be hesitant to hire someone they have not met. As you have worked in landscaping and gardening for a number of summers and know several prospective employers, you have offered to write a letter of introduction for your friend to send with a résumé.

THE ASSIGNMENT

AFTER CONSIDERING THE SITUATION ABOVE, WRITE A LETTER THAT WILL INTRODUCE YOUR FRIEND TO PROSPECTIVE EMPLOYERS.

In your letter BE SURE to

- explain the purpose of your letter
- explain in detail why you think your friend would be a valuable employee
- use an appropriate tone

PLEASE NOTE: Correct letter format has been provided beginning on page 15. Include your friend's name in the space provided. Sign your letter "Pat Jones."

Section II: Functional Writing

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 16 and 18.

Section II: Functional Writing

REVISED WORK

609 Nalcreek Drive
Nalwen, Alberta
T9R 3P3

January 9, 1989

TO WHOM IT MAY CONCERN:

Re: _____ (name of friend)

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There is additional space for Revised Work on pages 17 and 19.

Section II: Functional Writing

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 18.

Section II: Functional Writing

REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for Revised Work on page 19.

Section II: Functional Writing

PLANNING AND DRAFTING

Section II: Functional Writing

REVISED WORK

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GO ON TO SECTION III

SECTION III: RESPONSE TO VISUAL COMMUNICATION

Examine the photograph below and complete the assignment on page 23.



Continued

Section III: Response to Visual Communication

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 24.

Section III: Response to Visual Communication

THE ASSIGNMENT

What idea(s) does the photographer communicate with this photograph? Explain how the details of the photograph and the photographer's techniques reinforce the idea(s).

REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for Revised Work on page 25.

Section III: Response to Visual Communication

PLANNING AND DRAFTING

Section III: Response to Visual Communication

REVISED WORK

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CREDITS

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